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ABSTRACT

In an effort to provide for a smooth transition from an "open schedule" library media center to scheduled library periods, a series of 13 instructional models were developed for use in Detroit's public schools. The models provide a framework for developing a plan of sequential library instruction which can be adapted to the teaching programs of individual middle schools by their library media specialists. Twelve of the instructional models are presented in the publication; each includes lists of entry and exit skills, a unit plan, a sample daily lesson plan for one of the unit's objectives, and student activity sheets for the daily lesson plan. The 12 models cover: (1) an orientation to middle school libraries and media centers; (2) the card catalog; (3) parts and types of books; (4) the Dewey Decimal Classification system; (5) encyclopedias; (6) reference tools; (7) magazines and newspapers (8) the Reader's Guide to Periodical Literature; (9) research and reporting skills; (10) audiovisual materials and equipment; (11) career planning skills; and (12) interpretation skills. It is recommended that library media skills instruction be integrated into classroom units. An appendix contains a pretest, a posttest, and additional lessons, activities, and games for the various skill areas; a list of 16 supplementary references; and a key for the tests. (Author/ESR)

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THE MIDDLE SCHOOL LIBRARY MEDIA CENTER

INSTRUCTIONAL UNITS

DETROIT PUBLIC SCHOOLS
Division of Educational Services
Office of Curriculum and Staff Development
Department of Curriculum Development and Services
Department of School Libraries

1982

IR 050 228

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FOREWORD

In an effort to provide for a smooth transition from the "open schedule" library media center to scheduled library periods, these instructional models have been developed as suggestions for the middle school library media specialist. Used in conjunction with The Middle School Library Media Center: A Curriculum Guide for the School Library Media Specialist in the Middle School, the models will provide a framework for developing a plan of sequential instruction.

Library media skills objectives may be divided into four major categories:

1. Identification and location
2. Selection
3. Utilization, comprehension and application
4. Production

These categories have been translated into thirteen library media skill areas, presented in the proper sequence of instruction:

1. Orientation
2. Card Catalog
3. The Book
4. Dewey Decimal System of Classification
5. Using the Dictionary
6. Use of Encyclopedias
7. Use of Reference Tools
8. Magazine and Newspapers
9. Readers' Guide to Periodical Literature
10. Research and Reporting

11. Use of Audiovisual Materials and Equipment

12. Careers

13. Interpretation

Only twelve of the skill areas are presented here. The thirteenth, Using the Dictionary, is a complete 1[-] week unit, under separate cover, developed in cooperation with the Language Education Department. Each of the 12 skill areas include:

- Entry and Exit Skills (what the students should know at the beginning of the Unit and what they should know upon completion of the Unit)
- A Unit Plan
- A Sample Daily Lesson Plan for one of the Unit's Objectives
- Student Activity Sheets for the Daily Lesson Plan

Realizing that library media skills instruction is continuous and hierarchial, the lessons are designed so that they can be adapted to the teaching programs of the individual schools and used with small as well as large groups. It is recommended that library media specialists, to the extent possible, integrate the library media skills instruction with classroom units. Such integration will result in more effective instruction. We further suggest that skills instruction should not preclude the other library media experiences that stimulate students' interest in reading and make them more competent users of media.

A pre- and post-test and additional lessons, activities and games for the various skill areas are included in the appendix. We believe that these and the body of this supplement will enrich the instructional program of the library media center.

Jean Sherman
Assistant Director
Department of School Libraries

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MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Middle School Library Media Center Orientation

ENTRY SKILLS

A student is able to:

1. Recognize that materials in the library media center are organized and have a specific purpose.
2. Select materials appropriate for their study and pleasure needs.
3. Alphabetize.
4. Understand the concept of decimals.

EXIT SKILLS

A student will be able to:

1. Locate various types of materials in the library media center.
2. Check out books.
3. Operate and use simple AV equipment.

UNIT PLAN: MIDDLE SCHOOL LIBRARY MEDIA CENTER ORIENTATION

GOAL/RATIONALE

The library media center is a rich resource for the total school program. Print and non-print materials are selected to supplement the curriculum and meet the personal needs and interests of the students. These materials are organized and housed in a central location. In this unit, students will become aware of a variety of resources, their location and use.

OBJECTIVES

1. Given a floor plan and a list of media center materials and equipment, students will be able to label the floor plan.

2. Given a catalog card, students will be able to locate the book on the shelf within a given period of time.

3. Given a list of library terms, the student will be able to define them with 80% accuracy.

card catalog	Dewey Decimal System
vertical	AV materials
fiction	author card
nonfiction	study carrels
biography	subject card
autobiography	title card
circulation desk	atlas
author	encyclopedia
call number	

4. Using the above vocabulary list, students will be able to alphabetize them with 100% accuracy.

5. Given work sheets showing spines of books shelved incorrectly, students will be able to arrange the books with 100% accuracy.

6. After demonstration by the library media staff, the students will be able to demonstrate the correct use and care of material, and correct circulation procedures.

7. Students will be able to list the rules of library media center behavior.

TEACHER DIRECTED LEARNING EXPERIENCES

1. Conduct a tour of the library media center.
2. Show filmstrip on the introduction to a library media center and compare it with the school library media center.
3. Demonstrate and discuss proper handling of library media center materials.
4. Conduct small group sessions with "hands on experiences" in returning books to to shelves or shelving small sections of materials.
5. Demonstrate proper care and handling of simple AV equipment.
6. Point out signs in the library media center which have been designed to facilitate selection of materials.
7. Review the three kinds of catalog cards.
8. Introduce and explain the need for rules of behavior in a library media center.

STUDENT LEARNING ACTIVITIES

1. Complete activity sheets.
2. Field trip to the public library.
3. Listening to visiting branch librarian speak on the resources of the public library.

SAMPLE DAILY LESSON PLAN
Middle School Library Media Center Orientation

GOAL

Students will locate materials in the library media center.

OBJECTIVES

1. Given the Reading Road Quiz list, the student will select a fiction title and use the card catalog to assist in locating the book with 100% accuracy.
2. Following a demonstration the student will check out a book correctly.

TEACHER ACTIVITIES

1. Review location of fiction books.
2. Distribute activity sheet to be completed according to the directions stated on the sheet.

STUDENT ACTIVITIES

1. Locate a fiction book on the shelf.
2. Check out a book.

MATERIALS

1. Activity sheets
2. Reading Road Quiz list

EVALUATION

1. Teacher observation
2. Papers corrected and graded

STUDENT ACTIVITY SHEET

ORIENTATION

OBJECTIVE

Given the Reading Road Quiz list, the student will select a title and use the card catalog to assist in locating the book with 100% accuracy.

Select one title from the list of books below. Locate the title card or author card in the card catalog. Using the call number, go to the shelf and select a book to be checked out.

READING ROAD QUIZ BOOK LIST

*1. Aardema, Verna - Who's in Rabbit's House? - Dial
*2. Arkhurst, Joyce Cooper - The Adventures of Spider - Scholastic
*3. Blume, Judy - Otherwise Known as Sheila the Great - Dell
4. Burch, Robert - Queenie Peavy - Dell
5. Butler, Beverly - Light a Single Candle - Arch
6. Clark, Ann Nolan - Secret of the Andes - Puffin
*7. Cleary, Beverly - Emily's Runaway Imagination - Dell
8. Conford, Ellen - Me and the Terrible Two - Arch
9. Conford, Ellen - The Luck of Pokey Bloom - Arch
10. Coolidge, Olivia Z. - Hercules & Other Tales from Greek Myths - Scholastic
11. Cooper, Susan - The Grey King - Atheneum
*12. Cunningham, Julia - Macaroon - Dell
*13. Davidson, Margaret - Louis Braile - The Boy Who Invented Books for the Blind - Scholastic
*14. Edwards, Audrey & Wohl, Gary - The Picture Life of Muhammad Ali - Avon
15. Glaser, Dianne - The Diary of Trilby Frost - Dell
*16. Gutman, Bill - The Picture Life of Reggie Jackson - Avon
*17. Hall, Lynn - Stray - Avon
18. Hamilton, Virginia - Paul Robeson - The Life and Times of a Free Black Man - Dell

*19. Haskins, James - The Story of Stevie Wonder - Dell

*20. Holling, Clancy Holling - Paddle-to-the-Sea - Houghton Wifflin

21. Hunt, Irene - The Lottery Rose - Tempo

22. Leach, Maria - The Thing at the Foot of the Bed And Other Scary Tales - Dell

23. L'Engle, Madeline - A Wrinkle in Time - Dell

24. Mann, Peggy - My Dad Lives in a Downtown Hotel - Avon

25. Mann, Peggy - There Are Two Kinds of Terrible - Avon

26. McCloskey, Robert - Centerburg Tales - Puffin

27. McSwigan, Marie - Snow Treasure - Scholastic

*28. Husgrove, Margaret - Ashanti to Zulu - Dial

29. Myers, Elizabeth P. - Langston Hughes: Poet of His People - Dell

30. Neville, Emily - It's Like This, Cat - Harper & Row

31. Neville, Emily - Garden of Broken Glass - Dial

*32. Norten, Andre & Nadlee, Dorothy - Star Ka'at - Arch

*33. Parlin, John - Amelia Earhart - Dell

34. Peck, Richard - Ghosts I Have Been - Dell

35. Peck Robert - A Day No Pigs Would Die - Dell

36. Peck, Robert - Soup - Dell

37. Pinkwater, D. Manus - Lizard Music - Dell

*38. Pinkwater, D. Manus - The Hoboken Chicken Emergency - Scholastic

39. Raskin, Ellen - The Westing Game - Avon

40. Rodgers, Mary - Freaky Friday - Harper & Row

41. Sharmat, Marjorie Weinman - Maggie Marmelstein for President - Harper & Row

42. Slote, Alfred - Hang Tough, Paul Mather - Avon

43. Sobol, Rose - Woman Chief - Dell

44. Speare, Elizabeth - The Witch of Blackbird Pond - Dell

*45. Stamm, Claus - Three Strong Women - A Tall Tale from Japan - Viking

46. Sterne, Emma Gelders - The Long Black Schooner - Scholastic

47. Taylor, Theodore - The Cay - Avon

*48. Vecsey, George - Harlem Globetrotters - Scholastic

*49. White, E. B. - Stuart Little - Harper & Row

50. White, E. B. - The Trumpet of the Swan - Harper & Row

*These books also appear on the elementary school list - grades 3, 4, 5.

STUDENT ACTIVITY SHEET

ORIENTATION

OBJECTIVE
Following a demonstration, the student will check out a book correctly.

List the information necessary for checking out a library book in the spaces below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Using the Card Catalog

ENTRY SKILLS

A student is able to:

1. Understand that materials in the library media center have a specific arrangement.
2. Understand that every user shares in keeping the library media center materials in order.
3. Recognize the difference between fiction and nonfiction materials.
4. Locate fiction books by the author's last name.
5. Understand that information located on the spine of a book tells where a specific book is placed on the shelf.
6. Understand that books on a specific subject are located in the nonfiction section of the library media center.
7. Locate books on a specific subject with the assistance of the library media specialist.
8. Recognize that every book in the library media center has at least one card in the card catalog.
9. Locate materials by using the call numbers on catalog cards.
10. Select a subject, find the subject card in the card catalog, determine the call number, and locate the book with the assistance of the library media specialist.
11. Identify the parts of the book that are listed on the catalog card.

EXIT SKILLS

A student will be able to:

1. Locate materials by using the subject, author, or title card.
2. Alphabetize to the fifth letter.
3. Interpret drawer labels.
4. Be specific when looking up a subject.
5. Interpret all information contained on the catalog card.
6. Use the information on the catalog card to compile a simple bibliography.

UNIT PLAN: USING THE CARD CATALOG

GOAL/RATIONALE

The card catalog is the index to all materials housed in the library media center. Therefore, it is imperative that students learn how to use this indispensable tool. In this unit, students will develop accuracy and skill in locating library media materials by using the card catalog and thus build a foundation for research.

OBJECTIVES

1. Students will be able to interpret drawer labels in locating author, title, and subject entries.
2. Students will be able to locate author, title, and subject entries according to specified filing rules.
3. Students will be able to identify the three major catalog cards by the top line.
4. Students will be able to locate materials by using the author, title, and subject cards in the card catalog.
5. Students will be able to interpret information on a catalog card - e.g. call number, type of format, publishing date, illustrated and number of pages.
6. Students will be able to locate the call number on a catalog card and find materials with the identical call number.
7. Students will be able to use cross references when looking for a specific subject.
8. Given a subject, students will be able to use the card catalog to compile a simple bibliography.
9. Given a list of words related to the card catalog, students will define each word orally or in writing with 90% accuracy.

dictionary card catalog	publisher
entry	publishing date
author card	index
title card	annotation
subject card	illustrations
call number	illustrator
cross reference	inside guides
"see"	drawer labels
"see also"	outside guides
copyright date	filing rules

TEACHER DIRECTED LEARNING EXPERIENCES

1. Using prepared worksheets and duplicate cards, discuss the differences among the three main kinds of catalog cards, emphasizing that they are arranged in the card catalog alphabetically by the top line.

2. Prepare oversized representations of the three main catalog cards.

3. Use a variety of audiovisual aids, e.g. filmstrips, transparencies and charts, to explain the purpose, contents, and arrangement of the card catalog.

4. Discuss with students the use of the card catalog as an efficient means of locating library materials.

5. Discuss the kinds of information found on a catalog card.

6. Prepare simple games that reinforce basic card catalog skills.

STUDENT LEARNING ACTIVITIES

1. Complete a variety of activity sheets according to specified directions.

2. Construct an author, title, and subject card for a nonfiction book.

3. Prepare a list of 10 card catalog problems using a format prepared by the library media specialist, e.g.

   How many books does the library have by Judy Blume?

   Who is the author of Summer of My German Soldier?

   What is the call number of Story of the Negro?

   Write the titles of two books listed under HOLIDAYS.

4. Use the card catalog to locate specific entries.

SAMPLE DAILY LESSON PLAN
Using the Card Catalog

GOAL

Students will be able to transfer alphabetizing skills to the use of the card catalog in seeking authors, titles, and subjects.

OBJECTIVES

1. Students will be able to interpret drawer labels in locating author, title, and subject entries.
2. Students will be able to select the key word in phrases related to the three main entries.

TEACHER ACTIVITIES

1. Call attention to the outside guides on card catalog drawers.
2. Draw an analogy between the guide words in a dictionary and the guide cards in a catalog drawer.
3. Encourage students to recommend favorite titles and/or authors and determine the correct drawer of the catalog where each may be found.
4. Distribute activity sheets and read stated directions aloud as students read silently.

STUDENT ACTIVITIES

Complete activity sheets according to stated directions.

MATERIALS

Activity sheets

EVALUATION

1. Check activity sheets and record
2. Letter grade on activity sheets
3. Teacher observation

STUDENT ACTIVITY SHEET

USING THE CARD CATALOG

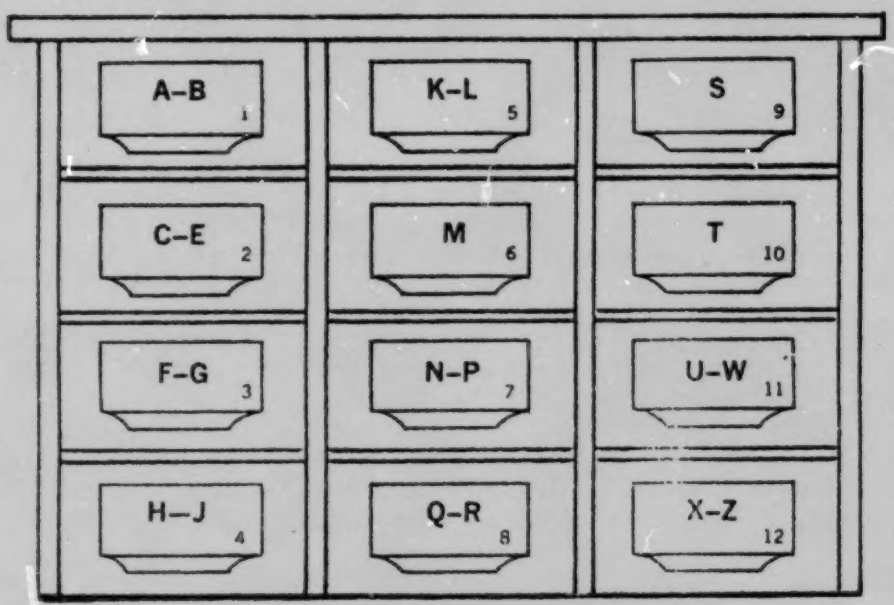
OBJECTIVE

Students will be able to interpret drawer labels in locating author, title and subject entries.

The card catalog is an index to all books in the library. There are three kinds of cards in the card catalog: AUTHOR, TITLE and SUBJECT. Every book has at least two cards, author and title, and they are filed alphabetically. Each drawer of the card catalog is marked with guide letters called OUTSIDE GUIDES.

Using the card catalog below answer the following questions.

The Card Catalog



1. What is the purpose of the card catalog? _____

_____

2. Every book has at least two cards: _____ card and _____ card.
3. Some books have a third card, called the _____ card.
4. In the spaces, indicate the number of the drawer from the card catalog shown above in which you would find these cards.

_____ a book about ASTRONOMY
_____ a book about CHEMISTRY
_____ a book about SPORTS
_____ a book about WEATHER
_____ a book about ELECTRICITY
_____ a book about INDIANS

STUDENT ACTIVITY SHEET

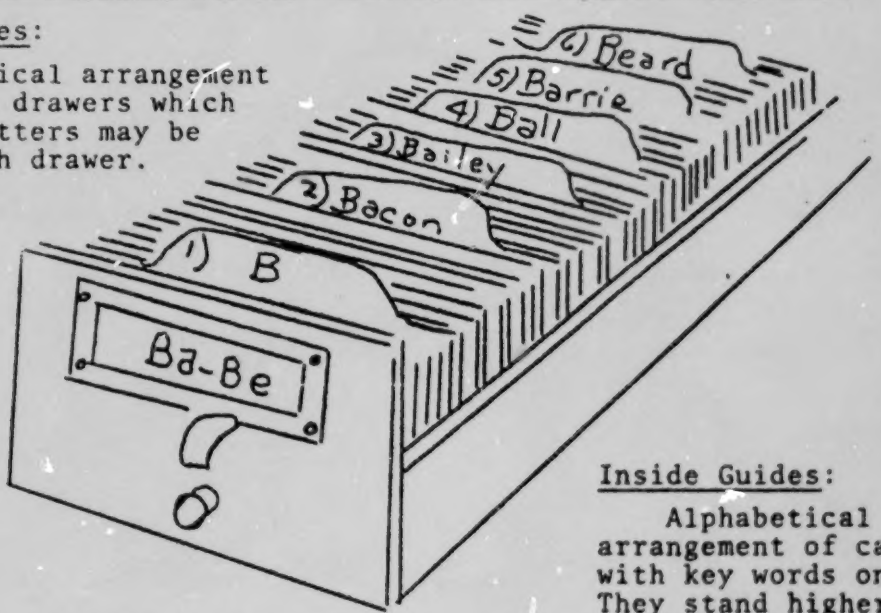
USING THE CARD CATALOG

OBJECTIVE

Students will be able to select key word in phrases related to the main entry.

Outside Guides:

Alphabetical arrangement of labels on drawers which show what letters may be found in each drawer.



Inside Guides:

Alphabetical arrangement of cards with key words on them. They stand higher than the other cards.

In the illustratration of the drawer of a card catalog there are six guide cards shown. In the blanks below, write in the numbers of the two guide cards in between which you would find the following author, title, or subject cards. Circle the key word. (The first one has been done for you).

Card would be between Guide cards:	Items to look for:
5-6	a. Books about (basketball)
_____	b. A book by Peggy Bacon
_____	c. A book by Laura N. Baker
_____	d. Books about ballet
_____	e. The book Bambi
_____	f. A book by John Bartlett
_____	g. The book Batter Up
_____	h. Books about Johann S. Bach
_____	i. Books by Zachary Ball
_____	j. The book Back to Treasure Island

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Books - Parts and Types

ENTRY SKILLS

A student is able to:

1. Examine a book.
2. Identify title (name) and author of a book.
3. Recognize the text/body, table of contents, index and cover of a book.
4. Recognize biographies.
5. Recognize nonfiction and fiction books.

EXIT SKILLS

A student will be able to:

1. Identify the parts and functions of the book.
2. Determine the structure of the book.
3. Differentiate and locate each part of the book.
4. Distinguish between types of books.
5. Locate fiction and nonfiction materials in a library media center.
6. Locate specific information in a given book.

UNIT PLAN: BOOKS - PARTS AND TYPES

GOAL/RATIONALE

Books are educational tools. In order to be used effectively one must know the function of the parts and the various types of books. In this unit students will learn to utilize the parts and types of books for the purpose of locating information and differentiating between nonfiction and fiction books.

OBJECTIVES

1. Given a list of words pertaining to parts of the book, the student will be able to define each word orally or in writing:

   title
   author
   title page
   text/body
   appendix
   bibliography
   index
   table of contents
   publisher
   place of publication
   copyright
   illustrator
   list of illustrations
   glossary
   spine
   cover
   dedication
   preface
   foreword
   introduction
   list of maps
   verso

2. Given a list of words related to the types of books, students will be able to define each word, orally or in writing:

   fiction
   nonfiction
   biography
   autobiography
   collective biography
   call numbers
   initials

3. Given a title page from a book, students will be able to identify and locate the author, title of the book, illustrator, publisher, location of publishing company, and copyright date.

4. Given a textbook, students will be able to locate and recall all information on a title page, in addition to the preface, appendix, glossary, index, bibliography and table of contents.

5. Given a book, the student will be able to compare the information found on the cover of the book with the title page.

6. Given a book jacket, students will be able to identify specific parts of the book and the purpose of the book jacket.

7. Given a list of fiction and nonfiction books, students will be able to state the difference between the types.

8. Given a list of books, students will be able to differentiate between individual biography, autobiography and collective biography by means of the title and author.

9. Given a list of books, students will be able to write the call numbers for individual biography books, as they would appear on the shelf.

10. Given a specific number of nonfiction and fiction books, students will be able to place them in the correct order on the shelf, using the call numbers on the spine.

TEACHER DIRECTED LEARNING EXPERIENCES

1. List and define the parts of the book.

2. Discuss and identify the parts of the book.

3. Compare different types of books to show the general format of any given book.

4. Use school textbooks to identify the parts of the book.

5. Discuss the location of each part of the book.

6. Discuss why each part makes the book a tool of reference.

7. Use or make AV material to illustrate the parts of the book.

8. Define words related to fiction and nonfiction books.

9. Using various titles of books, teach students the difference between a fiction title and a nonfiction title.

10. Demonstrate how fiction books are arranged on the shelf in comparison to nonfiction books.

11. Define and explain the call numbers on the spine of the book for fiction and nonfiction books.

STUDENT LEARNING ACTIVITIES

1. Copy, define, study and retain list of the parts of the book.

2. Compare classroom textbooks with library books for parts of the book and format of books.

3. Be able to use, locate, and identify parts of the book.

4. Copy, define, study and retain definitions of words pertaining to fiction and nonfiction books.

5. Respond orally or in a written assignment as to whether a book is fiction or nonfiction.

6. Go to the shelves and study arrangements of nonfiction and fiction books.

SAMPLE DAILY LESSON PLAN

Books - Parts and Types

GOAL

Students will learn to use the book more effectively.

OBJECTIVES

Given the parts of the book and their functions or meanings, the students will be able to identify and match each part with its meaning or function with 90% accuracy.

TEACHER ACTIVITIES

1. Review the parts of the book with students, using AV materials and books.
2. Discuss the format of a book.
3. Allow students time to review books among themselves.

STUDENT ACTIVITIES

1. Listen and respond to oral parts of the lesson.
2. Using list of definitions and a book, review parts of the book.
3. Complete attached activity sheets according to directions stated on the sheets.

MATERIALS

1. Activity sheets
2. Pencil, paper, pen
3. Books

EVALUATION

1. The student will complete activity sheet with 90% accuracy.
2. Teacher observation.

STUDENT ACTIVITY SHEET

BOOKS - PARTS AND TYPES

OBJECTIVE

Student will be able to match each part of the book with the definition or function.

DIRECTIONS:

Answer the following questions by selecting the correct name for each part of a book, from the list below:

PREFACE	DEDICATION	COPYRIGHT DATE
GLOSSARY OF TERMS	BIBLIOGRAPHY	TABLE OF CONTENTS
FOREWORD	INTRODUCTION	APPENDIX
INDEX	LIST OF ILLUSTRATIONS	TITLE PAGE
COVER	SPINE	TITLE
AUTHOR	TEXT/BODY	PLACE OF PUBLICATION
PUBLISHER	ILLUSTRATOR	

1. An important part of a book is located in the back, with all topics arranged in alphabetical order. It tells you the page number on which you will find many topics. What part is it?_____.

2. In nonfiction books, there is often a list of other books and materials you can use for additional reference. It is the _____.

3. A statement, or a paragraph or two, to briefly introduce you to a book is known by three names. What are they?_____.

4. There is a special feature that is not in the back of every book. It gives additional information often in the form of tables and notes. What is it?_____.

5. The part of the book that shows the author's "thank you" is known as the _____.

6. In front of most books, a special section tells the names of the chapters in the order that they appear in the book and the page numbers on which they begin. This is called the_____.

7. Sometimes a book uses so many special words and terms that you need help with their meanings. The "little dictionary" located at the back of the book is called the_____.

8. A special listing may appear when a book has illustrations. It tells you page number where you might find pictures, maps, charts, or photographs. What is it?_____.

9. An important date tells you when permission or exclusive rights, to publish or sell a book or ther work was granted to the author or publisher. This date is called the_____.

10. The place in the book where you would find the title, the name of the author and the name of the publisher is on the_____.

11. The main part of a book, written by the author is called the _____.

12. The person who draws the pictures for a book is called the _____.

13. The person who writes a book is called an_____.

14. The company which prints the book is called the_____.

15. The name of the book is called the _____.

16. The_____of the book is where all pages are bound together and faces you when its on the shelf.

17. The hard or soft_____of the book is used to protect the text of the book.

18. The city where the publishing company is located is called_____.

SAMPLE DAILY LESSON PLAN

Books - Parts and Types

GOAL

Students will be able to differentiate between nonfiction and fiction books.

OBJECTIVES

Given a list of nonfiction and fiction titles, students will be able to differentiate between the types of books by the title of the book with 100% accuracy.

TEACHER ACTIVITIES

1. Review the definitions.

   a. fiction
   b. nonfiction

2. Discuss key words within a title that determine the type of book.

STUDENT ACTIVITIES

1. Listen and respond to oral parts of the lesson.

2. Complete activity sheet according to directions stated on sheet.

MATERIALS

1. Activity sheet
2. Pen, paper and pencil
3. Nonfiction and fiction books

EVALUATION

Student activity sheet will be graded and the grade recorded.

STUDENT ACTIVITY SHEET

BOOKS - PARTS AND TYPES

OBJECTIVE

Students will differentiate between fiction and nonfiction books by title.

IDENTIFYING FICTION AND NONFICTION BOOKS

DIRECTIONS:

1. Decide whether the following titles are fiction or nonfiction books. (Remember, fiction books are stories and nonfiction books contain fact, information or the true stories.)

2. Mark the following F for fiction and NF for nonfiction.

_____ a. The Mystery of the Angry Idol by Phyllis A. Whitney

_____ b. The Art of Africa by Shirley Glubok

_____ c. Meet Soviet Russia by John Gunther

_____ d. Bristle Face by Zachary Ball

_____ e. An Introduction to Birds by John Kieran

_____ f. The Real Book About Sports by Mary Graham Banner

_____ g. Bertie Takes Care by Henry Gregor Felsen

_____ h. A Wrinkle in Time by Madeleine L'Engle

_____ i. That Lively Man, Ben Franklin by Jeanette Eaton

_____ j. All About Language by Mario Pei

_____ k. Mystery at Land's End by Marg Nelson

_____ l. Patrick Henry, Firebrand of the Revolution by Nardi R. Campton

_____ m. The Junior Party Book by Bernice W. Carlson

_____ n. Captains Courageous by Rudyard Kipling

_____ o. Electronics for Young People by Jeanne Bendick

SAMPLE DAILY LESSON PLAN

Books - Parts and Types

GOAL

Students will be able to distinguish between fiction and nonfiction books.

OBJECTIVE

Given a list of books, students will be able to write the call number for individual biographies and number each title in the order they would appear on the shelf, with 90% accuracy.

TEACHER ACTIVITIES

1. Review the definition of biography and autobiography.
2. Review the call letters and numbers used for individual biographies.
3. Review alphabetizing skills.

STUDENT ACTIVITES

1. Listen and respond to oral parts of the lesson.
2. Complete activity sheet according to directions stated on the sheet.

MATERIALS

1. Activity sheet
2. Pen, paper and pencil
3. Biography books

EVALUATION

Activity sheets will be graded and grades recorded.

STUDENT ACTIVITY SHEET

BOOKS - PARTS AND TYPES

OBJECTIVE

Students will write the call numbers for individual biographies and number them in the order in which they would appear on a shelf.

INDENTIFYING INDIVIDUAL BIOGRAPHIES

DIRECTIONS:

Write the call numbers for the following individual biographies. Then number each title in the order in which it would be shelved in the biography section of the library. Circle the word you will use for alphabetizing.

CALL NUMBER	ORDER	
_____	____	Mickey Mantle of the Yankees by Gene Schoor
_____	____	David Livingstone, Foe of Darkness by Jeanette Eaton
_____	____	Peter Zanger, Fighter for Freedom by Tom Galt
_____	____	Sam Houston, the Tallest Texan by William Johnson
_____	____	Andrew Jackson, Frontier Statesman by C. I. Judson
_____	____	Robert Fulton and the Steamboat by Ralph N. Hill
_____	____	Indian Captive, The Story of Mary Jamison by Lois Lenski
_____	____	Dr. George Washington Carver, Scientist by Shirley Graham
_____	____	Dancing Star, The Story of Anna Pavlova by Gladys Malvern
_____	____	The Jim Thorpe Story: America's Greatest Athlete by Gene Schoor
_____	____	Winston Churchill by Quentin Reynolds
_____	____	The Story of My Life by Helen A. Keller (Autobiography)
_____	____	The Great Houdini, Magician Extraordinary by Beryl Williams
_____	____	Young Edgar Allan Poe by Laura Benet
_____	____	He Heard America Sing; the Story of Stephen Foster by Claire L. Purdy

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Understanding the Dewey Decimal System of Classification

ENTRY SKILLS

A student is able to:

1. Recognize call numbers and determine their relationship to the location of books on the shelf.

2. Understand the general arrangement of library media center materials.

3. Understand that the purpose of the Dewey Decimal System is to pull together materials on the same subject.

EXIT SKILLS

A student will be able to:

1. Remember the ten main classes of the Dewey Decimal System.

2. Understand that the ten main classes can be divided and subdivided into more specific subjects.

3. Locate materials by using call numbers.

UNIT PLAN: DEWEY DECIMAL SYSTEM

GOAL/RATIONALE

To expedite the location of materials in the media center, the student must know how to find these resources. Learning the Dewey Decimal System of Classification will enable the student to become an independent library user.

OBJECTIVES

1. Given a book, the student will be able to identify it as fiction or nonfiction.
2. Given a subject, the student will be able to locate the books or materials on that subject in the media center.
3. Given the ten Dewey categories, the student will be able to match the Dewey Decimal Classification numbers with the categories with 80% accuracy.
4. Given a list of subjects, the student will be able to identify the correct category for each subject with 80% accuracy.
5. Given the title of a book, the student will be able to locate that book on the library shelves.
6. Given examples of books on library shelves, the student will be able to arrange these books in correct order by Dewey Decimal Classification number with 80% accuracy.

TEACHER DIRECTED LEARNING EXPERIENCES

1. Conduct a tour of the library media center indicating the location of the Dewey categories, (fiction and nonfiction materials).
2. Show filmstrips and/or films discussing the Dewey Decimal System.
3. Display charts or bulletin board materials relating to the Dewey Decimal System.
4. Arrange visits to other libraries or media centers using the Dewey Decimal System.

STUDENT LEARNING ACTIVITIES

1. Locate materials in the library media center as directed.
2. Complete a variety of activity sheets.

SAMPLE DAILY LESSON PLAN
Dewey Decimal System

GOAL

Given a list of subjects, students will be able to identify the correct Dewey category for each subject.

OBJECTIVES

1. Given a Dewey Decimal chart and following worksheet directions, students will complete and orally correct their worksheets using teacher-supplied answers.
2. Given a list of subjects supplied by student volunteers, students will discuss their opinions as to the correct Dewey category and number for each subject.
3. Given the same subjects used in Objective #2, students will write their individual answers for each Dewey category and number.

TEACHER ACTIVITIES

1. Review the Dewey Decimal Classification System with the students.
2. Review activity sheets.

STUDENT ACTIVITIES

Complete activity sheets according to stated directions.

MATERIALS

1. Activity sheets
2. Dewey Decimal category sheets

EVALUATION

1. Letter grades on worksheets
2. Teacher observation

STUDENT ACTIVITY SHEET

UNDERSTANDING THE DEWEY DECIMAL SYSTEM OF CLASSIFICATION

OBJECTIVE

Given a Dewey Decimal chart and following worksheet directions, students will complete and orally correct their worksheets using teacher-supplied answers

The Dewey Decimal System is a plan for shelving nonfiction books in number order. It was devised by Melvil Dewey, an American librarian.

THE DEWEY PLAN

1. Books are put into ten large subject groups, called categories.
2. Each category is given 100 basic numbers.
3. Each number stands for a special topic.
4. Every book gets a number and is put on the shelf in number order.
5. Books with the same number are put in alphabetical order by the author's last name.

DEWEY CATEGORIES

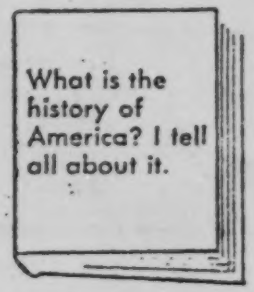
000-099	General Reference
100-199	Philosophy
200-299	Religion
300-399	Social Science
400-499	Language
500-599	Science
600-699	Useful Arts and Sciences
700-799	Fine Arts (art, music, sports, hobbies)
800-899	Literature; Poetry, Drama
900-999	History-Travel

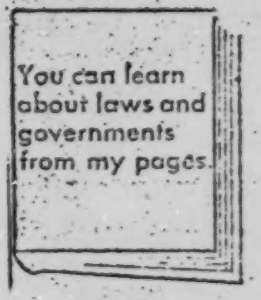
Every nonfiction book has a Dewey number. Look at these topics and their Dewey number. In which category does each belong?

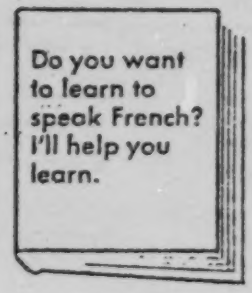
Encyclopedia	031	American Poems	811	Rocks	552
Arithmetic	511	Orchestra	785	Africa	960
Football	796	The Bible	220	Farming	630

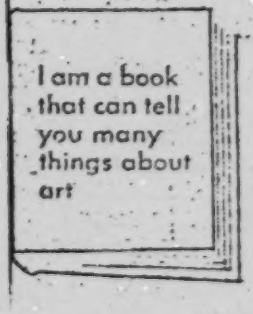
WHAT'S MY NUMBER?

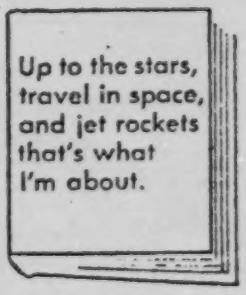
The books on this page tell you something about themselves. Write the general Dewey Decimal Classification number under each pictured book?

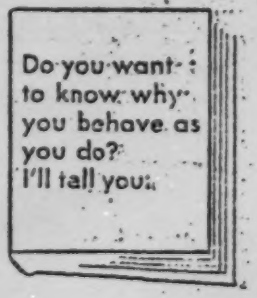


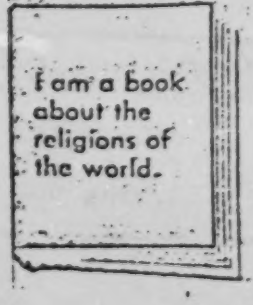


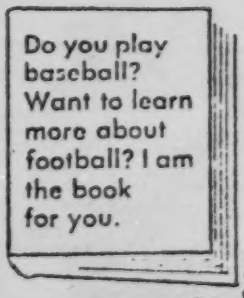


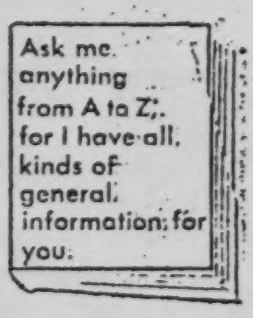












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MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Use of Encyclopedias

ENTRY SKILLS

A student is able to:

1. Locate the general encyclopedias in the Reference Section of the library media center.
2. Locate a given topic in the encyclopedia using alphabetizing skills.
3. Locate a topic in the encyclopedia without the assistance of the library media specialist.
4. Use a general encyclopedia to locate information on a specific topic.
5. Describe the general contents and usage of any special subject encyclopedia located in the reference collection of the library media center.
6. Use the encyclopedia as a source of information about people, places, or things.
7. Use the encyclopedia index to locate specific information.

EXIT SKILLS

A student will be able to:

1. Use the encyclopedia for answering questions, background information and as a starting point for research.
2. Use the encyclopedia for an overview of a specific topic.
3. Use the encyclopedia as a source for charts, maps, drawings, bibliographies.
4. Use special subject encyclopedias.

UNIT PLAN: USE OF ENCYCLOPEDIAS

GOAL/RATIONALE

The encyclopedia is the most general reference tool available covering broad areas of knowledge. A study of general encyclopedias provides students with an opportunity to apply and reinforce study skills already associated with the dictionary and the card catalog. In this unit students will learn to locate information in encyclopedias quickly and efficiently.

OBJECTIVES

1. Given a subject, students will be able to locate the volume containing that subject from information given on the spine of the book.

2. Given a subject, the students will be able to locate the article with the use of guide letters and guide and key words.

3. Given a specific subject, using two different sets of encyclopedias, students will be able to compare the article and format of the encyclopedias.

4. Given a subject, students will be able to locate related articles using special encyclopedias.

5. Given a topic, students will be able to locate and use the index of the encyclopedia.

6. Given a specific subject, students will be able to compare information given in a dictionary with that given in an encyclopedia.

7. Given a research project, students will be able to use cross references to find additional information within the set.

8. Given a topic, students will be able to use the bibliographies following an article.

9. Given a list of words related to the encyclopedia, the student will be able to define each word orally or in writing:

guide word	illustrations	resources
key word	related articles	research
encyclopedia	copyright date	researchers
special encyclopedia	publication date	volume
articles	main heading	facts
cross references	sub heading	supplements

TEACHER DIRECTED LEARNING EXPERIENCES

1. Show where general encyclopedias are shelved and what sets are in the library media center collection.

2. Indicate that encyclopedias contain a wide range of subject matter not to be read from cover to cover.

3. Point out that articles in each volume are arranged alphabetically by subject or topic and that guide words save time in locating entries.

4. Prepare a variety of student worksheets, self-directed activities, and simple games to reinforce skills in using encyclopedias.

5. Use audiovisuals to point out special features of the encyclopedia that aid in locating information, e.g.:

    a. topic and topic headings
    b. cross references
    c. encyclopedia indexes
    d. encyclopedia yearbooks
    e. pictures, graphs, charts, maps and tables

STUDENT LEARNING ACTIVITIES

1. Examine two different sets of encyclopedias and complete the "Encyclopedia Checklist" for each one (see appendix).

2. Answer questions prepared by the library media specialist to practice locating information in encyclopedias by key words.

3. Participate in games to demonstrate ability to locate the correct volume for a particular subject.

4. Complete a variety of activity sheets according to stated directions.

5. Respond orally and in writing to filmstrips and other audiovisual materials on the usage of the encyclopedia according to a format specified by the library media specialist.

SAMPLE DAILY LESSON PLAN

Encyclopedias

GOAL

Students will be able to locate articles in an encyclopedia.

OBJECTIVE

1. Given an encyclopedia, students will be able to use guide letters and guide words to find an article with 90% accuracy.
2. Given an encyclopedia, students will be able to use key words to locate an article with 90% accuracy.

TEACHER ACTIVITIES

1. Define guide word, guide letter, and key word.
2. Relate encyclopedia format to dictionary format.
3. Explain the two ways of alphabetizing titles of articles (word-by-word and letter-by-letter).
4. Discuss the key words and their function.

STUDENT ACTIVITIES

1. Listen and respond to oral part of lesson.
2. Complete activity sheets according to directions stated on the sheets.

MATERIALS

1. Activity sheet per objective
2. Pen, paper and pencil

EVALUATION

1. Teacher observation
2. Letter grade on activity sheet

STUDENT ACTIVITY SHEET

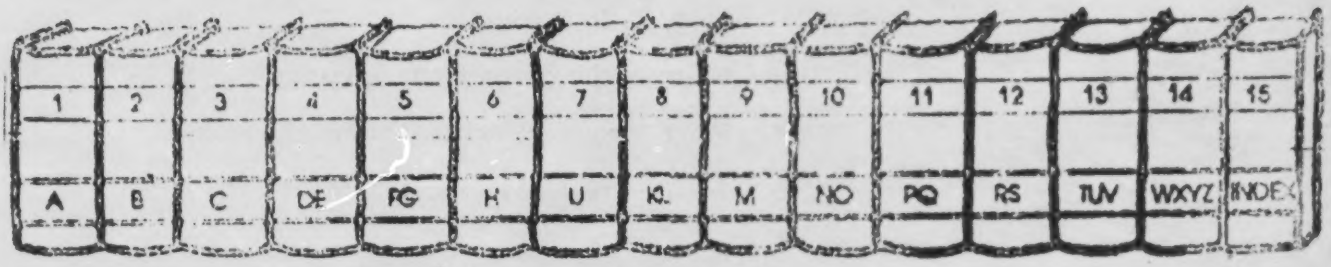
ENCYCLOPEDIAS

OBJECTIVE

Students will be able to use key words to locate an article with 90% accuracy.

DIRECTIONS

Circle the key word or words in each question. Then write in the number of the volume or volumes in the encyclopedia that might have that information. The first one has been done for you.



VOLUME	QUESTIONS
11,14	1. How does wood pulp become paper?
_____	2. Who was the inventor of television?
_____	3. When were the first United States astronauts sent to the moon?
_____	4. How is lava formed?
_____	5. What is the difference between a sweet potato and a yam?
_____	6. Why do we celebrate April Fool's Day?
_____	7. Why was Helen Keller famous?
_____	8. Is the city of London the largest city in England?
_____	9. What are the uses for herbs?

_____ 10. Is the Mississippi River as long as the Missouri River?

_____ 11. Is Vesuvius a planet?

_____ 12. Where can the dodo bird be found?

_____ 13. Are baby moths found inside jumping beans?

_____ 14. What is juijitsu?

_____ 15. Did old "Casey" Jones invent the railroad?

_____ 16. Do blue whales eat plankton?

_____ 17. Did Edward Jenner discover a cure for smallpox?

_____ 18. What is the name of the largest anteater?

_____ 19. Which countries touch the Baltic Sea?

_____ 20. Is the Great Wall located in China?

STUDENT ACTIVITY SHEET

ENCYCLOPEDIAS

OBJECTIVE

Students will be able to use guide letters and guide words to find an article with 90% accuracy.

DIRECTIONS

Read the information below and follow the directions for Part A and B.

Like the dictionary, articles in an encyclopedia are arranged alphabetically. The first step in finding an article is to decide which word identifies the topic or subject you wish to learn about. This is called the key word. The next step is to select the volume which contains the first letter of that word. The guide words printed at the top of each page in the volume will help you to find the word you want.

An encyclopedia may use one of two ways of alphabetizing titles that contain two or more words, such as New York. The word-by-word plan lists together all the titles that begin with the same word. Telephone directories and library card catalogues use this method.

WORD-BY-WORD
New Bedford
New Brunswick
New Deal
Newark
newborn
newcomer

LETTER-BY-LETTER
Newark
New Bedford
newborn
New Brunswick
newcomer
New Deal

Notice the word-by-word method that all the words starting with "new" are listed together. In the letter-by-letter method titles beginning with the word "new" are mixed in with other words which have "new" as the first syllable.

A In the blanks on the left, number the following words according to their alphabetical order using the word-by-word plan. In the blanks on the right, number them according to the letter-by-letter plan.

___ a. North Sea ___

___ b. North America ___

___ c. Northwest ___

____ d. Northern Ireland ____

____ e. North Korea ____

____ f. northern ____

____ g. North Carolina ____

B Underline the best answer for each of the following sentences:

1. Articles in encyclopedias are arranged: (a) according to subject (b) alphabetically (c) haphazardly (d) by numbers.

2. The first step in finding an article in an encyclopedia is to: (a) start with "A" and look through all the volumes until you find it (b) use the index (c) look for a picture (d) name the topic.

3. What will help you find the word you want? (a) page numbers (b) pictures (c) guide words (d) maps.

4. The word that names the topic you wish to learn about is called the: (a) key word (b) simple word (c) lock word (d) compound word.

5. How many ways are there of alphabetizing titles that contain two or more words? (a) 6 (b) 4 (c) 10 (d) 2.

6. The method that lists together the titles that begin with the same word is called the: (a) ABC plan (b) word-by-word plan (c) letter-by-letter plan (d) guide word plan.

7. The letter-by-letter plan lists the titles as if they were made of one: (a) syllable (b) paragraph (c) long word (d) vowel.

8. What plan do most dictionaries use? (a) ABC plan (b) word-by-word plan (c) letter-by-letter plan (d) guide word plan.

9. What plan do library card catalogs use? (a) ABC plan (b) word-by-word plan (c) letter-by-letter plan (d) guide word.

SAMPLE DAILY LESSON PLAN

Encyclopedias

GOAL

Students will become familiar with the format and content of encyclopedias.

OBJECTIVE

Given a subject, students will be able to compare the format and contents of two encyclopedias with 100% accuracy.

TEACHER ACTIVITIES

1. Provide two types of encyclopedias.
2. Review arrangement of material, publication date and illustrations.
3. Review types of information found in encyclopedias.

STUDENT ACTIVITIES

1. Listen and respond to oral lesson.
2. Complete activity sheets according to directions stated on sheets.

MATERIALS

1. Encyclopedias
2. Activity sheets

EVALUATION

1. Teacher observation.
2. Letter grade on activity sheet.

STUDENT ACTIVITY SHEET

ENCYCLOPEDIAS

OBJECTIVE

Given a subject, students will be able to compare format and contents of two encyclopedias with 100% accuracy.

DIRECTIONS

Read the instructions for Parts A and B and complete the activity sheet.

Part A. Compare how two encyclopedias present information about glass.

1. Title of encyclopedia _____
Write the guide word (or words) you find at the top of the first page of the article on glass.

_____

Write one fact about glass that you learned from the article

_____

Does a bibliography follow this article? _____

2. Title of encyclopedia _____

Write the guide word (or words) you find at the top of the first page of the article on glass. _____

Write one fact about glass that you learned from the article.

_____

Does a bibliography follow this article? _____

3. Which encyclopedia has the more complete information about glass? _____

DIRECTIONS

Part B. Put a check mark (✓) next to the features you find in both encyclopedias.

1.____ Index	5.____ Charts	9.____ Worksheets
2.____ Photos	6.____ Diagrams	10.____ Glossary
3.____ Maps	7.____ Study Guides	11.____ Yearbook
4.____ Drawings	8.____ Transparencies	12.____ Bibliography

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Use of Reference Tools

ENTRY SKILLS

A student is able to:

1. Explain the difference between the reference and the regular library media center collections.
2. Locate the reference collection in the library media center.
3. Locate information in encyclopedias and dictionaries without assistance.
4. Explain the use and location of book indexes.
5. Explain the general use and format of the atlas and the almanac.

EXIT SKILLS

A student will be able to:

1. Use almanacs to find statistics and other facts.
2. Use atlases to locate specific places.
3. Distinguish the unique characteristics of various reference sources.
4. Determine the reference source most appropriate for a specific purpose.
5. Use biographical and geographical dictionaries.
6. Understand that reference sources are meant to be referred to, and not read all the way through.
7. Use quotation dictionaries to locate specific quotations.
8. Use a thesaurus.

UNIT PLAN: USE OF REFERENCE TOOLS

GOAL/RATIONALE

With the increasing reliance on individualized instruction and the discovery method, the development of the ability to locate information is now more important than ever. Since individual research is so important for today's student, it is necessary to teach and continually reinforce those skills necessary to instill a sense of independence in the use of the library media center as a resource center. In this unit the student will be introduced to general reference tools and will learn to use them with skill and confidence. Sources included in this instructional unit are: almanac, atlas, geographical dictionary, biographical dictionary, thesaurus and familiar quotations.

OBJECTIVES

1. Given a list of words related to general reference sources, the student will be able to define each word orally or in writing.

thesaurus	geographical location
main entry words	reference map
synonym	chart
guide words	table
antonym	key words
cross reference	sub heading
almanac	main heading
index	legends
table of contents	relief maps
illustration	political maps
atlas	economic maps
climate	graphic representation
latitude	biography
longitude	nationality
map symbols	quotation
key guide	gazetteer
scale	

2. Given a list of general reference tools, the student will be able to distinguish the unique characteristics of each.

3. Given a list of general reference tools, the student will be able to determine the reference tool most appropriate for a specific purpose.

4. Given a biographical dictionary, the student will be able to locate information about a person without assistance from the library media specialist.

5. Given an atlas, the student will be able to locate specific places without assistance.

6. Given a gazetteer, the student will be able to locate information without assistance.

7. Given an almanac, the student will be able to locate specific information without assistance.

8. Given a thesaurus, the student will be able to locate synonyms for specific words without assistance.

9. Given Familiar Quotations, the student will be able to identify the author and source of a particular quotation.

10. Given an atlas, the student will be able to identify its organization and format.

TEACHER DIRECTED LEARNING EXPERIENCES

1. Show filmstrips or transparencies on the use of general reference tools, including examples of pages and entries.

2. Introduce Webster's Biographical Dictionary as an example of general biographical references. Discuss its contents and what a typical listing includes.

3. Differentiate between a map and a globe, explaining that a map is drawn on a flat surface.

4. Display and introduce various kinds of atlases and their contents.

5. Introduce Webster's Geographical Dictionary as a gazetteer. Discuss its contents and what a typical listing includes.

6. Introduce World Almanac and Information Please Almanac. Comment on the arrangement and use of the table of contents and index. Discuss each resource, giving examples of its contents, organization, and usefulness.

7. Introduce a thesaurus. Discuss its organization, contents and usefulness.

8. Introduce Bartlett's Familiar Quotations. Discuss its organization, contents and usefulness.

STUDENT LEARNING ACTIVITIES

1. Complete a variety of activity sheets on the various general reference tools.

2. Handle and examine copies of various general reference tools and explain selected entries.

3. From a list of selected purposes, determine the reference source most appropriate for locating the specific information.

SAMPLE DAILY LESSON PLAN

Use of Reference Tools - The Almanac

> GOAL Given an almanac, the student will be able to use the index to find answers to specific questions.

OBJECTIVES

1. Given an almanac, the student will locate main headings in the index.
2. Given an almanac, the student will be able to retrieve specific information.
3. Students will interpret data found in the tables of an almanac.

TEACHER ACTIVITIES

1. Introduce the almanac by picking questions of high interest subjects such as movie stars' ages or sports records. Ask class leading questions aloud. After students have suggested answers, demonstrate how to find the correct answers by using the index.
2. Distribute activity sheet.

STUDENT ACTIVITIES

Complete attached activity sheet according to directions stated on sheet.

MATERIALS

1. Activity sheet
2. Almanac

EVALUATION

1. Activity sheet corrected and graded
2. Teacher observation

STUDENT ACTIVITY SHEET

USE OF REFERENCE TOOLS - THE ALMANAC

OBJECTIVE Given an almanac, the student will be able to retrieve specific information.

An almanac is a book which usually contains a calendar of events, statistics, and information or facts about a great many topics of world interest. Always use the index to find the topic for which you are looking.

Give the title of the almanac used for this activity _____

Using the index, on what pages would you find information about:

1. Constitution of the U.S. _____
2. Passports _____
3. Television _____
4. Flags of the World _____
5. Holidays _____
6. Vice Presidents of the U.S. ____

Using the index, what two headings could you look under to find information about the following topics? List the headings and then find the pages on which the information is given.

	HEADINGS		PAGES
7. Metric System	_____	_____	(___)
8. Veteran's Day	_____	_____	(___)
9. Population of Michigan	_____	_____	(___)
10. American Colleges and Universities	_____	_____	(___)

Use the Index to answer the following questions:

	PAGES	ANSWERS
11. What city in the U.S. has the fifth largest population?	(___)	_____
12. Who was the first American to "walk" in space?	(___)	_____
13. Which professional golf player has earned the most money during his career?	(___)	_____
14. Easter Sunday will fall on what date in the year 2023?	(___)	_____

Some questions require comparing figures or numbers. You may also need to look on more than one page for the information you need to answer the following questions:

15. The John F. Kennedy Stadium in Philadelphia has a seating capacity of how many more people than the Pontiac Stadium in Michigan?

16. What is the square mile difference between California and Indiana?

17. If you added the lengths of the three largest rivers in the world, what would their combined total length be?

18. Ten acres would equal how many square feet?

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Using Magazines and Newspapers

ENTRY SKILLS

A student is able to:

1. Locate the newspaper and periodical section of the library media center.
2. Recognize the differences between general and special subject periodicals.
3. Use general and special subject periodicals for information and pleasure reading.
4. Identify periodicals that are useful as a source of current information on a given topic.

EXIT SKILLS

A student will be able to:

1. Select those periodicals for research or pleasure reading that are most appropriate for the student's needs.
2. Interpret citations located in the Abridged Readers' Guide to Periodical Literature.
3. Interpret and evaluate information contained in periodicals.
4. Identify the various sections of the newspaper.
5. Discuss a newspaper's editorial policy, type of news coverage, special features, and propaganda techniques.
6. Use a microfiche reader to gain access to periodical and newspaper information.
7. Identify periodicals of varying scope and purpose.

UNIT PLAN: USING MAGAZINES AND NEWSPAPERS

GOAL/RATIONALE

Magazines and newspapers provide readers with a wide variety of up-to-date information. They are invaluable reference materials because of their timeliness, diversified viewpoints, and conciseness. The library media center's periodical collection supports the curriculum, meets the recreational reading needs of students, and brings relevance to the instructional program. In this unit the student will become familiar with the scope and purpose of a variety of current magazines and newspapers and learn how to use them productively in locating information and reading for pleasure.

OBJECTIVES

1. Given a list of words related to newspapers and magazines the student will be able to define each word orally or in writing:

periodical	index
publication	classified
article	advertisement
subject	subscription
journal	editorial
issue	sponsor
quarterly	section
volume	propaganda

2. The student will be able to analyze information found in newspaper and magazine articles by answering the questions, who? what? where? when? why?

3. Given a newspaper index, the student will be able to locate specific information in the correct section.

4. The student will be able to explain the differences between general and special subject periodicals.

5. The student will be able to identify and discuss the use of the Readers' Guide to Periodical Literature and it's similarities to the card catalog.

6. The student will be able to determine the scope and purpose of a periodical by perusing the table of contents.

7. The student will be able to critically appraise a newspaper by selecting examples of writing that demonstrate fact, opinion, or propaganda.

8. Given a daily newapaper, the student will list the categories appearing on the classified section.

TEACHER DIRECTED LEARNING EXPERIENCES

1. Introduce and discuss several types of periodicals, demonstrating their similarities, differences, and special features.

2. Show filmstrips on the use of newspapers and periodicals.

3. Plan student field trips to large periodical collections in the high school or public library.

4. Demonstrate the use of the microfiche reader for locating periodical and newspaper information.

5. Introduce and demonstrate the use of the Readers' Guide to Periodical Literature.

6. Discuss and compare radio and television news coverage with that of newspapers.

7. Invite a local news media person to speak to classes.

STUDENT LEARNING ACTIVITIES

1. Complete a variety of activity sheets.

2. Take a field trip to examine the wide variety of periodicals in a high school or public library.

3. Handle and examine a variety of periodicals to determine their scope and use.

4. Select a specfic periodical and list the variety of ways it can be used.

5. Select a radio or television news item to be compared with the same newspaper report.

SAMPLE DAILY LESSON PLAN

Using Magazines and Newspapers

GOAL

Given a specific periodical, the student will be able to determine its scope and purpose by perusing the table of contents.

OBJECTIVES

1. Students will compare two periodicals and list their similarities and differences.
2. Students will demonstrate familiarity with the type of information contained on the table of contents page of a periodical by answering questions about the magazine's content.
3. Given a periodical, students will demonstrate their ability to use the table of contents by identifying the pages on which a specific article begins and ends.

TEACHER ACTIVITIES

1. Review table of contents page with students.
2. Distribute a variety of periodicals for comparison purposes.

STUDENT ACTIVITIES

1. Complete attached activity sheets according to stated directions.
2. Critically examine at least ten magazines of no less than three types.
3. Complete test with 75% accuracy.

MATERIALS

1. Activity sheets
2. Variety of publications
3. Pen, pencil and paper

EVALUATION

Test (attached)

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STUDENT ACTIVITY SHEET

USING MAGAZINES AND NEWSPAPERS

OBJECTIVE

Given a periodical, the student will demonstrate his/her ability to use the table of contents by identifying the pages on which a specific article begins and ends.

EXAMINE THE TABLE OF CONTENTS PAGE AND AND ANSWER THE FOLLOWING QUESTIONS:

1. What page do the following articles begin on?

   a. Turmoil in Black Africa _____

   b. Mexico: the peso heads for a fall _____

   c. I was a mobster for the F.B.I. _____

   d. Too much news or not enough _____

2. On what page(s) would you look for information about modern medicine? _____

3. Articles about International Affairs begin on page _____ and end on page ___

4. Information about the PLO withdrawl from Lebanon begins on what page _____

5. On what page would you look for information about a priest?

   (1) p. 44 _____ (2) p. 63 _____ (3) p. 26 _____

   (4) p. 11 _____ (5) p. 61 _____

6. On what page is an article by columnist Jane Bryant Quinn? page _____

7. Letters to the Editor begin on what page? _____

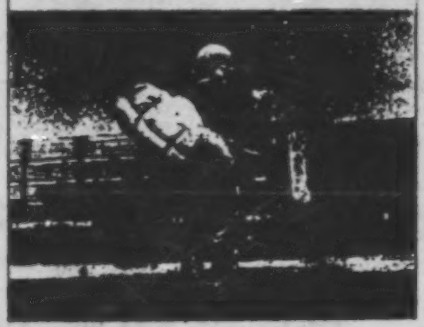
8. Information about business begins on page _____ and ends on page _____

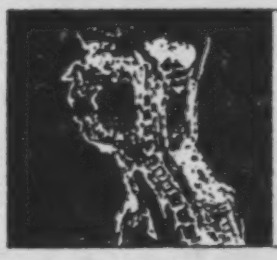
Beirut's Agony and the Palestinians' Fate

At times, West Beirut simply disappeared in the smoke of its own devastation. Israel's siege forces saturated the city with bombs and shells while tanks and infantry tightened the garrote around 6,000 Palestinian guerrillas. Among the civilian wounded: NEWSWEEK photographer Shlomo Arad (photo). The diplomats edged closer to a deal for the PLO's withdrawal from Lebanon. In separate stories, NEWSWEEK's cover package reports the agony of Beirut and the plight and hopes of the Palestinians—not only the 300,000 trapped in the rubble of Beirut but the 4.4 million in the Palestinian diaspora throughout the Mideast and as far away as Detroit. A separate piece examines the Reagan administration's forthcoming effort to forge an overall Mideast settlement. In a signed article, West Bank journalist Jamil Hamad offers hope that Palestinians and Israelis can dispel old antagonisms and learn to live together in peace. *Page 10*

America's New Hobos

There's a new breed of hobo riding the U.S. rails. Thousands of unemployed Americans are hopping the boxcars in search of jobs. Hard-core hobos view the tyros with amusement and some anger. the new crowds have brought more violence to trainyards and "jungles," and the "yard bulls" who police the tracks are cracking down on everyone. NEWSWEEK national correspondent Martin Kasindorf and staff photographer Lester Sloan joined the new hobos for a taste of their grueling and dangerous life. *Page 30*





Better Than X-Rays

To explore a patient's insides, doctors used to have essentially two choices: X-rays or surgery. Now stunning advances in diagnostic imaging provide excellent interior pictures, shedding light on diseases from cancer to mental illness. *Page 56*

Thief of Oakland

Oakland A's outfielder Rickey Henderson strolls to the batter's box, draws a walk and then starts running: he should soon outstrip Lou Brock's season record for stolen bases—headfirst. *Page 45*

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STUDENT ACTIVITY SHEET

USING MAGAZINES AND NEWSPAPERS

OBJECTIVE

Students will demonstrate familiarity with the type of information contained on the table of contents page of a periodical by answering questions about the magazine's content.

EXAMINE THE TABLE OF CONTENTS PAGE AND ANSWER THE FOLLOWING QUESTIONS:

Name of the magazine _____

Does the magazine have a table of contents? _____

Are the contents listed by department? _____

What kinds of reading (department headings) are contained in the magazine? (List five)

_____ _____

_____ _____

_____

How often is it printed? _____

What is the cost of a single copy? _____

What is the cost for a yearly subscription? _____

Where was the magazine published? _____

Who is the editor of this magazine? _____

VOLUME: All copies of a magazine published during one year.

NUMBER: Each copy of a magazine is number beginning with 1 for the first copy of the year, 2 for the next, etc.

What is the volume of your magazine? _____

What is the number? _____

In some periodicals the numbering of the pages is continuous for the entire year. Is the paging continuous in this magazine?

STUDENT ACTIVITY SHEET

USING MAGAZINES AND NEWSPAPERS

OBJECTIVE

Students will compare two periodicals and list their similarities and differences.

EXAMINE THE TABLE OF CONTENTS OF TWO MAGAZINES THAT ARE DIFFERENT IN SCOPE. IN THE SPACES PROVIDED, LIST THEIR SIMILARITIES AND DIFFERENCES.

NAME OF MAGAZINE #1 _____

NAME OF MAGAZINE #2 _____

SIMILARITIES

1. _____
2. _____
3. _____
4. _____
5. _____

DIFFERENCES

1. _____
2. _____
3. _____
4. _____
5. _____

TEST

USING MAGAZINES AND NEWSPAPERS

DIRECTIONS Complete the sentences on this page by finding the correct word in the list below and writing it in the blank.

WEEKLY	PERIODICAL	ALPHABETICALLLY
ISSUE	MONTHLY	NEWSPAPER
JOURNAL	THREE	FOUR

THE READERS' GUIDE TO PERIODICAL LITERATURE

1. Some publications are called magazines and some are called journals, but any publication that is published at certain regular periods of time is called a _____.
2. A periodical that is issued each month is called a _____.
3. A periodical that is issued each week is called a _____.
4. A quarterly periodical is issued every _____ months or _____ times a year.
5. Usually a special interest periodical is called a _____.
6. Each new appearance of a periodical is called a _____.
7. The most common periodical index is called _____.
8. The above index is arranged _____.
9. Classified Ads are located in what kind of publication _____.

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Using The Readers' Guide to Periodical Literature

ENTRY SKILLS

A student is able to:

1. Alphabetize.
2. Locate the periodical section of the library media center.
3. Recognize the differences between general and special subject periodicals.
4. Identify periodicals that are useful as a source of current information on a given topic.

EXIT SKILLS

A student will be able to:

1. Use and understand the organization of The Readers' Guide to Periodical Literature.
2. Locate a magazine article on a particular subject in The Readers' Guide to Periodical Literature.
3. Interpret a citation from The Readers' Guide to Periodical Literature to allow for retrieval of an article.

UNIT PLAN: USING THE READERS' GUIDE TO PERIODICAL LITERATURE

GOAL/RATIONALE

Magazines are published at regular periods of time and they contain many different articles on a wide variety of subjects. They are the best sources of up-to-date and current topical information. The Readers' Guide to Periodical Literature is an index to magazines. In this unit the student will become familiar with The Readers' Guide to Periodical Literature and will learn to use this invaluable reference tool with skill and confidence.

OBJECTIVES

1. Given a list of words related to The Readers' Guide to Periodical Literature, the student will be able to define each word orally or in writing with 80% accuracy.

article	citation
subject heading	bibliography
author entry	subscription
illustrated	entry
"See" reference	topic
abbreviation	back issue
volume	current issue
indexed	sub heading
periodical	"See also"

2. Given The Readers' Guide to Periodical Literature, the student will be able to identify its use and organization.

3. Given the "key to abbreviations" and the "abbreviations of periodicals indexed" found in The Readers' Guide to Periodical Literature, the student will be able to describe how and why they are used.

4. Given The Readers' Guide to Periodical Literature, the student will be able to tell the difference between the subject and author headings.

5. Given The Readers' Guide to Periodical Literature, the student will be able to define the principal parts of a citation.

6. Given The Readers' Guide to Periodical Literature, the student will be able to identify sub-headings under the major subject headings.

7. Given The Readers' Guide to Periodical Literature, the student will be able to describe the purpose of "see" and "see also" references.

8. Given The Readers' Guide to Periodical Literature, the student will be able to find a magazine article about a particular subject.

TEACHER DIRECTED LEARNING EXPERIENCES

1. Introduce students to the wide variety of periodicals available in the library media center and point out that many magazines deal specifically with special subjects. Point out that one of a magazine's greatest values is the up-to-date coverage of newsworthy developments and events. Periodicals are valuable reference sources because they contain information not yet available in books.

2. Show filmstrips or transparencies on the use of The Readers' Guide to Periodical Literature.

3. Introduce and demonstrate the use of The Readers' Guide to Periodical Literature.

4. Plan a student field trip to the public library.

STUDENT LEARNING ACTIVITIES

1. Complete a variety of activity sheets, including the H.W. Wilson Company publication, How to Use The Readers' Guide to Periodical Literature.

2. Handle and examine copies of The Readers' Guide to Periodical Literature and explain selected citations.

3. Make a field trip to examine the wide variety of periodicals in a public library.

4. From a list of selected subjects, locate three articles, record the important information necessary to acquire the magazines with 100% accuracy.

SAMPLE DAILY LESSON PLAN
Using The Readers' Guide to Periodical Literature

GOAL

Students will be able to use The Readers' Guide to Periodical Literature.

OBJECTIVES

1. Given The Readers' Guide to Periodical Literature, the students will be able to identify its use and organization.

2. Students will demonstrate familiarity with the "key to abbreviations" and the "abbreviations of periodicals indexed" by being able to describe how and why they are used.

3. Given The Readers' Guide to Periodical Literature, students will be able to define the principal parts of a citation.

4. Given The Readers' Guide to Periodical Literature, students will be able to find magazine articles on a particular subject and record the important information necessary to acquire the magazine articles.

TEACHER ACTIVITIES

Distribute activity sheets to be completed according to stated directions.

STUDENT ACTIVITIES

Complete activity sheets.

MATERIALS

1. Activity sheets

2. Various issues and volumes of The Readers' Guide to Periodical Literature

3. Sample sheet from The Readers' Guide to Periodical Literature

4. How to Use The Readers' Guide to Periodical Literature

EVALUATION

1. Activity sheets corrected and graded
2. Teacher observation

STUDENT ACTIVITY SHEET

USING THE READERS' GUIDE TO PERIODICAL LITERATURE

OBJECTIVE

Given The Readers' Guide to Periodical Literature, students will be able to find magazine articles on a particular subject and record the important information necessary to acquire the magazine articles.

Use the sample page from The Readers' Guide to Periodical Literature to complete the information on these magazine articles:

1. Subject: MUMPS

   Title _____

   Author _____

   Magazine _____

   Volume _____ Pages _____ Date _____ Pictures? _____

2. Subject: MOTION PICTURES

   Title _____

   Author _____

   Magazine _____

   Volume _____ Pages _____ Date _____ Pictures? _____

3. Subject: MOTORCYCLES

   Title _____

   Author _____

   Magazine _____

   Volume _____ Pages _____ Date _____ Pictures? _____

MOTION pictures—Continued
France
Journals. Film Comment 15:4+ My. 4+ Jl. 4 S '79
MOTION pictures, Documentary
Non-fiction film is alive and well: American Film Festival. A. Vogel. Film Comment 15: 76-7 S '79
Reviews
Small works
Agee
New Repub 181:24-6+ N 3 '79
MOTION pictures and literature
See also
Motion picture adaptations
MOTION pictures for children
For children's eyes: black childrens films. T. Gittens. Il Essence 10:21+ O '79
MOTION pictures in education
See also
Motion pictures, Documentary
MOTIVATION (psychology)
On motivation: problems of adolescence. J. Laurent. por Sr Schol 112:13 O 15 '79
MOTOR boat engines
Maintenance and repair
I/O tips: servicing your lower unit. D. Muir. Il Motor B & S 144:104-5 O '79
MOTOR boats
Fall boat sampler. Il Motor B & S 144:60-1 O '79
Powerboat specials: six new boats. D. Schryver. Il Motor B & S 144:30+ O '79
Wellcraft's new Scarab Sport. Il Motor B & S 144:58-9+ O '79
MOTOR vehicle engines
Fuel consumption
Gassing up, American style. Il map Sr Schol 112: 14-15 N 1 '79
MOTOR vehicle racing
Off-Road Championship Grand Prix (sic) M. N. Manney Jr. Il Road & Track 31:132-4 O '79
MOTOR vehicles
See also
Snowmobiles and snowmobiling
Four wheel drive
1980 pickups and 4WD's. J. Dunne. Il Pop Sci 215:84-6 O '79
MOTOR yachts. See Yachts and yachting
MOTORCYCLE gangs. See Gangs
MOTORCYCLE racing
Don't call it beginner's luck: 125 United States Grand Prix. D. Hawkins. Il Cycle 30:78-80+ N '79
See also
Drag racing
Finland
Last tango in Imatra? J. Greening. Cycle 30:10+ N '79
Great Britain
Silverstone. J. Greening. Il Cycle 30:102 N '79
MOTORCYCLE speed records
King of quick: 7.57 second NHRA record set by R. Tesun and J. Bernard's Yamaha. G. Jennings. Il Cycle 30:56-9+ N '79
MOTORCYCLES
Seasoning for an Alpine Odyssey: the European BMW R'COHS. H. Stermer. Il Cycle 30:42+ N '79
Super Mast J. Stein. Il Cycle 30:72-4 N '79
Testing
Comparison test: Honda XR185, Kawasaki KDX175, Suzuki DS185, Yamaha MX175. Il Cycle 30:64-71+ N '79
Cycle road test
Honda CB[illegible]. Il Cycle 30:52-5+ N '79
Yamaha XS650E. Il Cycle 30:52-4 N '79
MOTORCYCLES, Racing of
[illegible] second NHRA [illegible] M. [illegible] R. Tesun and J. Bernard's Yamaha. G. Jennings. Il Cycle 30:56-9+ N '79
MOTORCYCLING
Born again biker. P. Schilling. Cycle 30:8 N '79
Competitions
Anecdotes, facetiae, satire, etc.
Nine commandments; Enduro Commandments. E. Hertfelder. Cycle 30:10 N '79
Europe, Western
Alpine adventure, Beach's Motorcycle Adventures, Ltd. Il. Stermer. Il map Cycle 30:46-7+ N '79
Riders of Europe. B. Stermer. Il Cycle 30:76-7+ N '79
MOTORCYCLISTS
Riders of Europe. H. Stermer. Il Cycle 30:76-7+ N '79
Health and hygiene
Heat stress. D. Hawkins. Il Cycle 30:40-2+ N '79
MOUNCE, Robert [illegible]
Memoirs of an [illegible] ated person. Il por Chr Today 23:2-5 N 9 '79
MOUNTAINEERING
Endless climb of Reinhold Messner; Nanga Parbat. J. Bernstein. Il Read Digest 115:42-6+ O '79
MOUNTZOURES, Harry
Shadows; story. New Yorker 55:48-51 N 5 '79
MOUSSORGSKY, Modest Petrovitch. See Musorgskii, M. P.
MOVEMENT, Creative. See Dance
MOVING cartons. See Containers
MOYNIHAN, Daniel Patrick
Lampooning anti-Semitism; adaptation of address. New Leader 62:10-12 N 5 '79
MOZAMBIQUE
Foreign relations
Zimbabwe Rhodesia
Marxism in Mozambique. S. Talbot. Nation 229: 462-3+ N 10 '79
Politics and government
Marxism in Mozambique. S. Talbot. Nation 229: 462-3+ N 10 '79
MOZART, Johann Chrysostom Wolfgang Amadeus
Abduction from the seraglio (Die Entführung aus dem Serail) Reviews
New Yorker 55:150+ O 22 '79 *
Newsweek 94:109 O 29 '79 *
La Clemenza di Tito. Reviews
N Y 12:109-1 N 19 '79 *
MROZEK, Slawomir
Emigrés. Interviews
N Y 12:98-9 N 19 '79 *
MUDGE, Dirk
Willie bishop plots his moves. D. Turner. Il por Maclean's 93:30+ O 22 '79 *
MUDSNAILS. See Snails
MUENCHOW, Susan
It's 3 p.m. Do you know where your children are? Parents 54:112-14+ O '79
MUGAR, David G.
General Tire and the wages of sin. R. J. Flaherty. Forbes 124:39-41 O 15 '79 *
MUGGERIDGE, Malcolm
Will faith spoil Malcolm Muggeridge? Interview by E. Wakin. por U.S. Cath 44:20-22 N '79
MUIR, David
I/O tips: servicing your lower unit. Il Motor B & S 144:104-5 O '79
MULBERRIES, French. See Beautyberries
MULCAHY, David L.
Rise of the angiosperms: a geneecological factor. bibl Il Science 206:20-2 O 5 '79
MULDOON, Robert David
Global financial leader warns of trouble ahead: interview. U.S. News 87:108 O 15 '79
MULFORD, Carolyn A.
Baton Rouge. Il Trav/Holiday 152:38-41+ O '79
MULLER, Kenneth J. and Scott, S. A.
Correct axonal regeneration after target cell removal in the central nervous system of the leech. bibl Il Science 206:87-9 O 5 '79
MULLER, N. Norman
SCM: a chance to make a killing? T. Nicholson and D. T. Friendly. Il por Newsweek 94:75 O 29 '79 *
MULLIGAN, Joseph E.
(int) See Clemens, M. P. United States and Brazil
MULTIMETERS
Equipment reports
ALCO 50-A LCD DMM. Il Radio-Electr 50: 32+ O '79
Fluke 8[illegible] A8/12A DMMs. Il Radio-Electr 50:24+ O '79
MUMFORD, Lewis
Harper & Row signs Lewis Mumford. R. Dahlin. Pub W 216:22+ O 22 '79 *
MUMPS
Passage mumps alert. S. Kneeder. McCalls 107: 65 O '79
MUNDAY, Vivian. See Jacks, J. B. Jr. Il auth
MUNICH
Description
Munich on the cheap. Il Glamour 77:176+ O '79
MUNICH Festival. See Music festivals—Germany, West
MUNICIPAL contracts
Whirling success: city contracts awarded to black insurance agent E. L. Spelchts in Los Angeles. F. Christmas. Il por Black Enterprise 10:26 O '79
MUNICIPAL employees
See also
San Francisco—Employees
MUNICIPAL garages. See Garages, Municipal
MUNICIPAL improvement
See also
City planning
MUNICIPAL sculpture. See Sculpture

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MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Research and Reporting

ENTRY SKILLS

A student is able to:

1. Use a general encyclopedia to locate information on a specific topic.
2. Locate nonfiction books on a specific topic.
3. Locate and use the bibliographic section in nonfiction books.
4. Devise a simple bibliography including author, title, publisher, and copyright date for a research assignment.
5. Locate materials on specific topics to discover what others have learned about the topic.
6. Synthesize ideas gained through different materials.
7. Carry research through to a conclusion.

EXIT SKILLS

A student will be able to:

1. Use The Readers' Guide to Periodical Literature to locate sources of current information.
2. Locate vertical file materials for an appropriate purpose.
3. Understand the function of footnotes.
4. Prepare note cards for future reference.
5. Research a topic using a number of sources and compile the findings into a written or oral report.

UNIT PLAN: RESEARCH AND REPORTING

GOAL/RATIONALE

Students need to learn how to acquire information from several sources and to consolidate that information into a cohesive unit. In our everyday lives researching is used whether we are shopping for a car or a major appliance, preparing for an election or selecting a good movie. The ability to evaluate and compile information enables us to live more effectively in our society. This unit combines note-taking, outlining, compiling a bibliography and making footnotes to guide the student in the writing of a research paper.

OBJECTIVES

1. Given an article or chapter, students will outline the article using main topic and sub-topic headings.
2. Given an article or chapter on a specific subject, students will take notes on the main ideas presented.
3. Given a list of sources, students will construct a bibliography following the example given to them.
4. Given a topic or subject, students will use the card catalog to compile a bibliography of book and non-book materials.
5. Given a topic or subject, students will use the periodical index to select magazine articles on the subject.
6. Given a sample outline for a research paper, students will follow the outline to develop research papers.
7. Given examples of quotations and their sources, students will write footnotes for each quotation.
8. Given a demonstration on the use of the vertical file, students will examine materials on a specific subject of their choice.

9. Given a list of unfamiliar words related to research skills, students will define these words in writing:

notes	source
bibliography	phrases
outlining	research
skimming	reference
footnotes	citation
topic headings	quotations
sub-topic headings	

TEACHER DIRECTED LEARNING EXPERIENCES

1. Collect articles for outlining.
2. Collect articles or selections for taking notes.
3. Prepare sample outline, bibliography and footnote guides.
4. Prepare a list of subjects for a research paper.
5. Prepare a variety of activity sheets for student use.
6. Show films and/or filmstrips demonstrating research skills (see Appendix).

STUDENT LEARNING ACTIVITIES

1. Write a research paper which includes notes, bibliography and footnotes.
2. Examine materials in vertical file.
3. Compile a bibliography using the card catalog.
4. Compile a variety of activity sheets.
5. View and discuss films and filmstrips on research skills.

SAMPLE DAILY LESSON PLAN
Research and Reporting

GOAL

The student will be able to take notes on a specific topic.

OBJECTIVES

1. Given a specific topic and using the encyclopedia, the student will list the important ideas or facts.
2. Given an index card, the student will illustrate the correct form to use for taking notes.
3. Given a topic, the student will write sub-topic headings for a subject.

TEACHER ACTIVITIES

1. Prepare with students, a list of topics for student use.
2. Make a sample, for demonstration purposes, of the correct form for notetaking on index cards.

STUDENT ACTIVITIES

1. Take notes on index cards.
2. Complete activity sheets according to stated directions on the sheet.

MATERIALS

1. Activity sheets
2. List of topics on various subjects
3. Index cards

EVALUATION

1. Activity sheets corrected and graded
2. Note cards corrected and graded

STUDENT ACTIVITY SHEET

RESEARCH AND REPORTING

OBJECTIVE

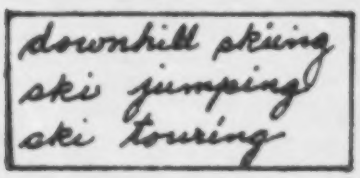
Given an index card, the student will illustrate the correct form to use for taking notes.

When you are doing research on a topic, you will need to use many of your library's facilities. You will also need to take notes as you do your research.

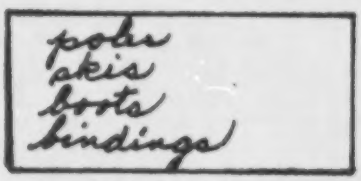
Taking notes means using your own words to list the important facts and ideas you find during your research.

Imagine that you are doing a report on skiing. You should take your notes on 4" by 6" or 3" by 5" index cards.

Leave a space at the top of each card. First jot down notes on related information, such as the names of different kinds of skiing activities.



Note Card 1



Note Card 2

Next, write a heading that tells you at a glance what the notes on each card are concerned with. Kinds of Skiing is a useful heading for Note Card 1 above.

A. In the space at the top of Note Card 2, write a suitable heading that would immediately tell you what the notes on this card are concerned with.

B. Use at least two reference sources to find some information about gliders. In the blanks below, list five headings you would write on note cards if you were taking notes about gliders.

1. _____

2. _____

3. _____

4. _____

5. _____

**REMEMBER - Taking notes on index cards makes it easy to organize an outline of the information you will find while doing research.

STUDENT ACTIVITY SHEET

RESEARCH AND REPORTING

OBJECTIVE

Given a specific topic and using the encyclopedia, the student will list the important ideas or facts.

MAKING NOTES

World Book Encyclopedia, Vol. 8, p. 202. Raw materials for making glass - sand, soda ash, limestone, borax. Cullet, or waste glass, is mixed in. This mixture is melted in large pot. Then the glass is shaped.

Above are some notes a student made about her topic, How Glass is Made. You should make notes like these when you are doing research about a topic. Notes will help you remember what you read and observe. Remember these three steps when making notes:

1. List the source you are using. If it is a book, write the author's name and the pages from which you have taken the information.
2. Write down only important words and phrases. The notes you make need not be complete sentences. However, make sure you have written all the information you need.
3. Reread your notes after you have made them.

DIRECTIONS

Use at least one reference source to find information about the difference between moths and butterflies, about how maple sugar is made, or about bicycle safety rules. Below, write brief notes about what you read.

Think: Why is making notes necessary when doing research?

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Use of Audiovisual Materials and Equipment

ENTRY SKILLS

A student is able to:

1. Recognize the various types of non-book materials located in the library media center.
2. Understand that information is available in a variety of formats.
3. Understand and interpret audiovisual presentations.
4. Recall, summarize and extend information presented in audio and/or visual form.
5. Operate simple equipment in order to use materials.
6. Produce audiovisual materials when appropriate to a report, e.g. filmstrips, pictures, recordings.

EXIT SKILLS

A student will be able to:

1. Locate materials in the audiovisual collection.
2. Operate audiovisual equipment located in the library media center.
3. Produce audiovisual materials to express ideas.

UNIT PLAN: USE OF AUDIOVISUAL MATERIALS AND EQUIPMENT

GOAL/RATIONALE

Today's students are confronted with the difficulty of locating specific information from vast number of print and non-print sources. The principal objectives of this unit are to provide students with a basic knowledge of the use and function of a variety of audiovisual materials and to enable them to become independent and effective users of media.

OBJECTIVES

1. Given a specific subject, students will be able to select and locate appropriate non-print material for informational use.

2. Students will be able to select appropriate non-print material for recreational needs.

3. Given a topic and a choice of media, the student will be able to communicate his ideas to others.

4. Students will be able to demonstrate their ability to operate specific items of audiovisual equipment without the assistance of the library media specialist.

5. Students will be able to demonstrate their ability to design and create a variety of software.

6. Students will be able to identify selected audiovisual equipment and the related software with 100% accuracy.

7. Students will demonstrate their ability to incorporate a variety of media into individual learning projects.

8. Given a list of words related to audiovisual equipment and materials the student will be able to define each word orally or in writing with 80% accuracy.

software	slides	opaque projector
hardware	transparencies	television
print	filmstrips	listening station
non-print	laminate	headset
models	tapes	reel
realia	video	audio
study prints	microform	record player
film	cassettes	filmstrip projector
film loops	photography	camera
copier	multimedia kits	lens
microfiche	media	radio
microfilm	drymount press	electronic computer
overhead projector		

TEACHER DIRECTED LEARNING EXPERIENCES

1. Show parts of several filmstrips, play parts of records and tapes, and project transparencies that are representative of the various types of content and imaginative materials.

2. Show the students where audiovisual materials are located and arranged within the library media center.

3. Provide for the examination and use of various software forms in the library media center.

4. Provide instruction in selecting the most appropriate media form for the location of specific information.

5. Provide the opportunity for students to utilize and apply the information gathered from various media sources.

6. Provide the opportunity for students to produce and present media materials.

7. Introduce and demonstrate the use of various kinds of media hardware.

8. Provide basic instruction on the care and handling of media hardware.

9. Provide instruction for small groups and individuals, as needed.

10. Provide an opportunity for student use of a variety of hardware.

STUDENT LEARNING ACTIVITIES

1. Browse among the various audiovisual materials, noting the location, arrangement, and kinds of materials.

2. Choose media from a select group of materials for listening and/or viewing.

3. With the guidance of the library media specialist or student aide, practice the operation of the equipment and the correct handling of the materials.

4. Prepare a multi-media presentation.

5. Prepare a detailed report using audiovisual materials and equipment.

SAMPLE DAILY LESSON PLAN
Use of Audiovisual Materials and Equipment

GOAL

Students will be able to locate and use materials in the audiovisual collection.

OBJECTIVE

Given a subject, students will be able to select appropriate non-print material with 100% accuracy.

TEACHER ACTIVITIES

1. Show students location and arrangement of AV materials.
2. Demonstrate the use of AV equipment used for this lesson.
3. Distribute activity sheet.

STUDENT ACTIVITIES

1. Respond orally to questions about arrangement of AV materials.
2. Observe the operation of selected EV equipment.
3. Complete activity sheet following directions stated on the sheet .

MATERIALS

1. Activity sheets
2. Selected AV equipment
3. Paper, pencil and pen
4. AV materials

EVALUATION

1. Letter grade on activity sheet
2. Teacher observation

STUDENT ACTIVITY SHEET

USE OF AUDIOVISUAL MATERIALS AND EQUIPMENT

OBJECTIVE	
	Given a subject, students will be able to select appropriate non-print material with 100% accuracy.

READ AND FOLLOW THE DIRECTIONS FOR EACH PART. ANSWER ALL QUESTIONS.

PART I

Choose a record that describes an event or events in history. Listen to the record; then complete the following:

1. Title of the record

_____

2. This record describes

_____
_____
_____
_____

3. One fact this record tells is

_____
_____
_____
_____

PART II

Choose a tape that tells a story and listen to it; then complete the following:

1. Type of tape

_____

2. Title of the tape

_____

3. The tape tells a story about

_____
_____
_____

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Careers

ENTRY SKILLS

A student is able to:

1. Recognize that there are a variety of occupations open to both men and women.
2. Recognize that everyone needs training for a job or occupation.
3. Recognize his own abilities and interests.

EXIT SKILLS

A student will be able to:

1. Use the MOIS and the microfiche reader.
2. Complete a résumé and a job application.
3. Demonstrate correct behavior for the job.

UNIT PLAN: CAREERS

GOAL/RATIONALE

In our rapidly changing society it is important for students to become aware of career options at the earliest opportunity. In this unit students will be given the opportunity to increase their awareness of themselves as individuals, to explore a variety of careers and to develop skill in decision making.

OBJECTIVES

1. Given a questionaire, the student will identify his talents and interests.
2. Students will complete the MOIS survey to decide upon their job clusters.
3. Given a list of job clusters, the student will identify the cluster most suited to his or her abilities.
4. Given a list of occupations, the student will identify to which job clusters each occupation belongs.
5. Given sample application forms, the students will learn how to complete job applications.
6. Given a list of occupations, the students will interview a minimum of three people who work in those occupational fields.
7. Using the MOIS system, the students will complete survey sheets on a minimum of two careers.
8. Students will list and explain in sequence the steps of the decision-making process.
9. Students will decode the classified section of the newspaper as it relates to finding jobs.
10. Given an opportunity to be interviewed for a job, students will illustrate the correct dress and will answer all questions appropriately.
11. Given an example of a cover letter and a résumé, the students will follow the example to create cover letters and résumés of their own.
12. Given a list of words related to careers, the student will write correct definitions for these vocabulary words with 80% accuracy.

occupation	career
job clusters	job entry skills
spouse	career ladder
interview	career exploration
self awareness	MOIS
place of employment	basic skills
references	evaluation
life style	semi-skilled
values	salary
goals	guardian
hourly	decision-making
application	cover letter
training	résumé

TEACHER DIRECTED LEARNING EXPERIENCES

1. Demonstrate use of microfiche reader and other audiovisual equipment.
2. Show filmstrips and film showing people in various occupations.
3. Discuss magazines and other publications dealing with careers and the world of work.
4. Display on bulletin boards or other display areas career information and information on lives of famous people.
5. Demonstrate and discuss proper dress and behavior for job interviews.
6. Arrange for representatives of various careers to come to the class and conduct question and answer interviews.
7. Make available college and university catalogs.
8. Make available a section containing books and materials for free reading relating to careers.

STUDENT LEARNING ACTIVITIES

1. Display and discuss appropriate dress for the job interview.
2. Role play interviews and discuss appropriate and inappropriate behavior for the job interview.
3. Complete a variety of activity sheets.
4. Use MOIS and the microfiche reader and other audiovisual equipment.

SAMPLE DAILY LESSON PLAN

CAREERS

GOAL

Given an opportunity to be interviewed for a job, students will demonstrate the correct dress and will answer all questions appropriately.

OBJECTIVES

1. The students will select appropriate dress for the interview.
2. Through role playing the students will identify appropriate and inappropriate behavior for the job interview.

TEACHER ACTIVITIES

Display and discuss examples of appropriate dress for the job interview.

STUDENT ACTIVITIES

1. Practice interviews and discuss appropriate and inappropriate behavior for job interviews.
2. Complete activity sheets.

MATERIALS

1. Written descriptions of appropriate dress
2. Interview questions

EVALUATION

Student and teacher observation

STUDENT ACTIVITY SHEET

CAREERS

OBJECTIVE

Through role playing the student will identify appropriate and inappropriate behavior for the job interview.

YOUR TURN

How will you do on your first interview? Here's a chance for you to find out.

You can be interviewed for any job. Have a specific job in mind before you begin the exercise. Then write in your answers to the questions the interviewer asks.

When you're finished, rate yourself on a scale from one (tops) to five (no good). Use these categories:

_____ grooming and general appearance

_____ ability to get ideas across

_____ knowledge of the job (Did you know the salary range? Were you able to answer questions about the work? Did you know the special skills needed for the job?)

_____ self-knowledge (Did you have a good idea of why you want the job? Do you have the right educational background and skills for the work?)

(1) What can I do for you?
What kind of work are you
interested in?

(2) Have you ever worked before?
Do you have any experience
at this sort of work?

(3) Why are you interested in
working for this company?

(4) What makes you think you could do a good job?

(5) What skills do you have that would be useful?

(6) Tell me something about yourself. How did you do in school? What do you do in your spare time?

(7) Have you ever been in trouble? Ever had a serious illness or injury?

(8) Are you planning to continue your schooling?

_____

_____

_____

(9) In your opinion, what would be a good starting salary?

_____

_____

_____

(10) What do you hope to be doing at age 35?

_____

_____

_____

(11) OK. Let me think things over. Why don't you call me in, - say, two weeks. Maybe we can find a spot for you. It was good talking to you. Bye now.

_____

_____

_____

MIDDLE SCHOOL LIBRARY MEDIA CENTER

ENTRY AND EXIT SKILLS

SKILL: Interpretation

ENTRY SKILLS

A student is able to:

1. Locate the fiction and biography sections of the library media center.
2. Select and discuss a favorite book's plot, characters, and setting.
3. Identify the parts of a book.
4. Identify the elements of book design that make a book either attractive or unattractive (lettering, illustrations, size, print).
5. Describe the various forms of literature (plays, poetry, science fiction, fantasy, historical fiction, mysteries, folk and fairy tales, novels, information).

EXIT SKILLS

A student will be able to:

1. Describe a specific literary form either orally or in writing.
2. Locate materials of a specific literary form on the library media center shelves and select materials appropriate for his/her personal use, without assistance.
3. Interpret the meaning of a literary selection and relate it to past experiences.

TEACHER DIRECTED LEARNING EXPERIENCES

1. Give oral presentations of selections as required.
2. Provide written selections as required.
3. Provide examples of literary terms and forms.
4. Provide films, filmstrips and/or tapes demonstrating literary terms and forms.
5. Provide a variety of activity sheets.

STUDENT LEARNING ACTIVITIES

1. Listen to and discuss oral presentations of selections.
2. Respond orally and/or in writing to selections requiring identification of terms and forms.
3. View and discuss films and/or filmstrips.
4. Complete activity sheets.

UNIT PLAN: INTERPRETATION

GOAL/RATIONALE

Interpretation skills can help students understand and use the materials that they use. By recalling, summarizing and paraphrasing, adding their own ideas, experiences and information gathered from outside sources, students increase their abilities to interpret influential information. By developing interpretation skills students may improve their abilities to evaluate and select media for information and entertainment throughout their adult lives.

OBJECTIVES

1. After listening to a given story at his/her listening comprehension level, the student will retell its events in sequence.

2. After listening to an oral presentation, the student will state the main idea of the presentation.

3. After listening to an oral presentation, the student will distinguish statements of fact from statements of opinion.

4. Given a written selection containing conflict, the student will identify, correctly, the conflict.

5. Given a written selection containing flashback, the student will identify, correctly, examples of flashback.

6. Given a written selection, the student will identify, correctly, examples of irony or satire in the selection.

7. Given a written selection containing symbolism, the student will identify, correctly, examples of symbolism.

8. Given a written selection, the student will identify, correctly, the traits and/or feelings of one of the characters in the selection.

9. Given a written selection, the student will identify, correctly, the pattern of incidents which develop the plot of the selection.

10. Given a written selection, the student will identify, correctly, the setting of the selection.

11. Given a written selection, the student will identify, correctly, the author's and/or a character's point of view.

12. Given a written selection, the student will identify, correctly, the central theme of the selection.

13. Given a written selection, the student will identify and explain the tone and/or mood of the selection.

14. Given a written selection, the student will identify, correctly, the author's purpose.

15. Given a written selection, the student will identify, correctly, examples of humor in the selection.

16. Given several lines of poetry, the student will identify, correctly, examples of rhyme in the poetry.

17. Given a poem, the student will identify, correctly, the rhythm of the poem.

18. Given selections written in different literary forms, the student will identify, correctly, a fantasy.

19. Given a list of unfamiliar words dealing with literature appreciation, the student will correctly identify the terms with 80% accuracy.

character	collective biography	realism
plot	climax	humor
setting	flashback	novel
fiction	irony	science fiction
poem	point of view	conflict
rhythm	literary form	satire
syllable	mystery	symbolism
rhyme	fantasy	mood/tone
stressed	historical	theme
unstressed	adventure	style
biography	sports	author's purpose